

École Constable
Edward Finney
School

Report to Community 2025-2026

25 ANGLIA AVENUE,
WINNIPEG, MB
R2P 2R1



Our current enrollment is 409 students, Kindergarten to Grade 5. We are a dual track school with English programming as well as French Immersion programming.

Our school community is *rich* in culture and diversity!

Our staff strives to impact, influence and inspire young children in their lifelong journey of learning.

“The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. The model integrates Indigenous philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research. The Circle of Courage is based in four universal growth needs of all children: belonging, mastery, independence, and generosity.”

https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/docs/courage_poster.pdf

At École Constable Edward Finney School, we believe the model supports the diversity of our community of learners and provides a template for a balanced approach towards addressing students’, families’, and staff’s physical, emotional, mental, and spiritual growth and development. We will use this model to share all the wonderful learning highlights at our school this past year.



https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/docs/courage_poster.pdf



The Spirit of Belonging:

At Constable Finney, YOU BELONG HERE!

Every member of our learning community will have every opportunity every day to

work together to build strong relationships.



Physical Literacy plays an important role in supporting *Belonging at Finney*. This group develops emotional well-being, strengthens relationships, and creates a safe and inclusive environment where children can build **confidence**, develop social skills, and **feel connected** to both their peers and the adults who support them.

Creating music together through the Orff-Keetman approach gives children the opportunity to develop their sense of belonging by sharing their ideas and working together towards a common goal. When we make music together as a community and bring our strengths to the group, we are practicing generosity - giving of ourselves to make the community stronger.



Room 12:

This is a sample of blackout poetry we made from our 7 Oaks School Division's Report to Community this past year.

Respect At School

We in our classrooms

matter

Students

deliver wherever possible

We practice belonging by learning about ourselves and others through the Medicine Wheel. We share what makes us who we are, **physically, emotionally, mentally and spiritually.**

- Room 8



At Finney Family Center, we offer **free** programs for Parents/Caregivers and their Children from birth to 6 years to participate in together.

During our sessions, we play, read stories, sing songs and rhymes, create art, explore new activities, and share a snack.

Story Time help children learn and develop socially, physically and emotionally through play.

It's also a wonderful opportunity for families to connect and build a strong sense of **community**.

Come play, learn and grow with us!



In Kindergarten, we have been working on creating portraits that represent who we are and creating a sense of belonging in our classroom.



The Spirit of Mastery:

Every member of our learning community will have every opportunity every day to

engage in meaningful and relevant learning.



We practice mastery by solving problems **alongside** our peers. We learn to **communicate** and take on challenges together.

- Room 8

The students have been working all year on developing their own sketching and story-writing skills while learning to focus on personal growth. We celebrate our developing abilities and skills, and we share tips and tricks to **raise each other up.** - Room 14



In Maternelle, we have been working on mastery through representing our learning using loose part centres.



Students are working in groups to **create** posters about the different seasons in Canada and how living things adapt to seasonal changes. -Room 20



Room 5 explored mapping skills through multi-modal learning. Mastery of these skills involved student-led **curiosity** and **collaboration** to create our own world map **inspired** by Google Earth, the Indigenous Peoples Atlas Giant Floor Map, and a book study of "Solstice" by Jen Breach.



Learning new skills and **problem solving**, room 12 worked together to code for our robot visitors and navigated mazes.



Students applied their understanding of habitats, animal adaptations, and ecosystems by creating **meaningful** projects that reflected their learning. Now, they are taking pride in their learning.

- Room 16

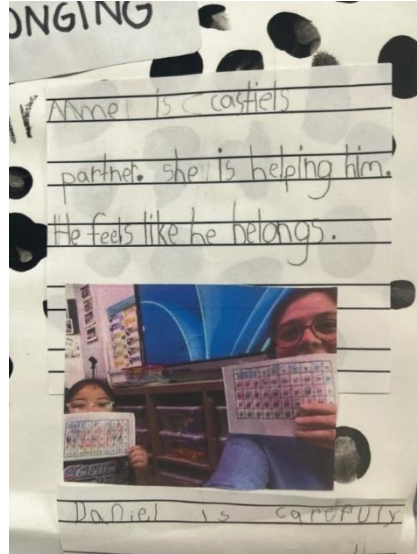
The Spirit of Generosity:

Every member of our learning community will have every opportunity every day to

contribute to a respectful learning community.

We made this **circle of courage** early in the year to establish what the **values** are in our class. We referred to it over the year to reinforce the values.

-Room 19



What began as a teacher-led initiative soon became **student-led**, with our Grade 1 crew fully taking the reins on our April clean-up of our school grounds. The students **felt deeply about helping the Earth**, and our planned 30-minute activity turned into an hour-long one!

- Room 14



Room 12 practiced, practiced and practiced for this year's Fiddle Jamboree. They mastered several new songs and played **alongside** students from across the division at Arts in the Park!





Our class shone with a spirit of proactive **compassion** towards our planet and community, wanting to make it a better place for all, including our winged and four-legged friends! - Room 9



Room 18 participated in the Little Green Sprouts program this year. Our class received a microgreen garden kit which included several types of microgreen seeds, soil, and the growing equipment. The students **explored** the life cycle of a plant, the vitality of water for all living beings, and how gardening supports nutrition and food access. We had fun planting, growing, and tasting various types of microgreens throughout the year!



The Spirit of Independence:

Every member of our learning community will have every opportunity every day to **support one another's growth.**

These photos demonstrate Room 6 fostering belonging and independence through play and experiences in and out of the classroom. Focused on developing a sense of self based on **respect, safety and care** for the larger community.



We practice independence by making decisions together. We have to **listen** to one another, speak clearly and make sure **everyone** is involved in decision making.

In Salle 10, we are independent at leading our morning calendar time! The Star of the Day is **responsible** to present our daily schedule and **lead** our daily counting time.





Along with the **meaningful learning** that took place within the class, Room 9 found many **opportunities to build** independence and connect with the community beyond the classroom walls. We engaged with the youngers at the daycare, we **strengthened** our bonds and our passion for reading at our monthly public library nights, we grew our passion for literacy in MYRCA club, we got outside and cleaned up our community, and we **celebrated** together at the graduation Pow wow.

These students practiced and worked outside of class time to master a beautiful violin performance. – Room 13



We look forward to the 2026-2027 school year and all the possibilities for learning.
Natalie Trudeau, Principal Larisa Kaiser, Vice Principal

